

Douglas County School District

SUMMATIVE EVALUATION MODEL

Teacher

A Vision for the Future: Board of Education Key End Statements

1.0 Douglas County School District students acquire the knowledge and abilities to be responsible citizens who contribute to our society.

- 1.1 Students are able to think critically, using reason and logic when facing decision about what to believe or do.
- 1.2 Students embrace universal ethical principles such as honesty, integrity and justice.
- 1.3 Students demonstrate the self-motivation and resourcefulness to continue their learning.
- 1.4 Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.
- 1.5 Students develop and demonstrate Leadership skills. They are influential in creating a vision of what the future can be.
- 1.6 Students take ownership and accept responsibility for their wellbeing. Students have the knowledge, skills, and ability to make educated choices concerning their social, emotional, and physical health.
- 1.7 Students demonstrate essential skills of reading, writing, listening, speaking, numeracy and reasoning.
- 1.8 Students have an understanding of a core body of knowledge in Science, Application of Technology, Social Studies, World Languages, Literature and "Great Works", Physical Education and Health, Personal Business and Finance, Ethics and Philosophy.
- 1.9 Students are exposed to the fine arts.
- 1.10 Students explore chosen areas beyond the liberal arts foundation that may expand future opportunities.

OVERALL RATINGS

Professional (*meets or exceeds expectations*):

Teachers whose performance is **Professional** on all performance criteria will be eligible for an increase in base pay compensation.

Developing:

Teacher whose performance is **Developing** on any performance criteria will be eligible for an increase in base pay compensation but will also be required to set goals and make improvements in areas marked **Developing** during the next evaluation period. If performance is not improved in these areas during the following evaluation period, the teacher may receive an unsatisfactory evaluation.

Unsatisfactory:

Teacher whose performance is **Unsatisfactory** on any performance criteria area will not receive a wage increase and may be recommended for non-renewal.

The following components must be completed at the end of this evaluation:

- Teacher Information
- Evaluation Year
- Observation/Conference Dates
- Overall Rating
- Teacher Summary Reflection
- Required Signatures/Dates
- Evaluation Cycle
- Dates of Pre-Evaluation Conference
- Summary Rating Grid
- Evaluator Summary Comments
- Future Goals (if required)

EVALUATION TIMELINE

By September 1

By October 15

On-going

April 15

Teacher Notified of Evaluation Procedures

Teacher Pre-Evaluation/Goal Setting Conference

Feedback and Informal/Formal Observations

Summative Evaluation form due to the Office of Human Resources

1. STUDENT LEARNING FOCUS

1.1 Demonstrates knowledge of content area and DCSD K-12 articulated curriculum.

- 1.1.1 Plans and implements instruction consistent with the district-approved curriculum for assigned subject area(s)/grade level(s)
- 1.1.2 Demonstrates an understanding of the school subject being taught and its practical application
- 1.1.3 Sets clear, student-centered objectives at appropriate level of difficulty
- 1.1.4 Objectives are aligned and logically sequenced to the lesson's major learning target
- 1.1.5 DCSD standards are displayed and referenced throughout the lesson
- 1.1.6 Instructional plans include goals aligned to curriculum (content standards/essential learnings)
- 1.1.7 Teacher's assessments are aligned with curriculum (content standards/essential learnings)

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”.

1.2 Demonstrates instructional practices that meet individual student learning needs.

- 1.2.1 Focuses on teacher's role in facilitating understanding throughout instruction through clear directions and anticipation of possible misunderstandings, as well as clearly stated expectations.
 - 1.2.1.1 Directions and procedures
 - 1.2.1.1.1 Necessary clarity (e.g., concise, appropriate pacing)
 - 1.2.1.1.2 Conscientious consideration of visual, auditory, kinesthetic modes
 - 1.2.1.1.3 Correct use of grammar
 - 1.2.1.1.4 Well-chosen vocabulary
 - 1.2.1.1.5 Developmental appropriateness
 - 1.2.1.2 Expectations
 - 1.2.1.2.1 Appropriate relation to standards
 - 1.2.1.2.2 Clear objectives
 - 1.2.1.2.3 Realistic but challenging for all students
 - 1.2.1.2.4 Provides exemplars, when appropriate
 - 1.2.1.2.5 Instructional goal for the lesson is communicated before lesson
 - 1.2.1.2.6 Assessment criteria/procedures communicated before lesson
- 1.2.2 Focuses on teacher's implementation of various instructional approaches targeting which approaches are most effective for which lessons and students.
 - 1.2.2.1 Teacher modeling
 - 1.2.2.1.1 Explicit presentation of skill, strategy or procedure
 - 1.2.2.1.2 Frequent use of “think aloud” approach
 - 1.2.2.1.3 Subsequent participation of students in guided practice
 - 1.2.2.2 Hands-on investigation
 - 1.2.2.2.1 On-going generation and testing of hypothesis
 - 1.2.2.2.2 Available and appropriate use of manipulatives, resources or tools
 - 1.2.2.2.3 Appropriate sequence (e.g., explore first, read about concept after investigation)
 - 1.2.2.3 Questioning
 - 1.2.2.3.1 Teacher questions are varied and high quality providing a balanced mix of questions types:
 - 1.2.2.3.1.1 knowledge and comprehension
 - 1.2.2.3.1.2 application and analysis
 - 1.2.2.3.1.3 creation and evaluation
 - 1.2.2.3.2 Questions are purposeful and coherent
 - 1.2.2.3.3 A high frequency of questions is asked
 - 1.2.2.3.4 Questions are consistently sequenced with attention to the instructional goals
 - 1.2.2.3.5 Questions require active response (whole class signaling, choral responses, written and shared responses, individual/group answers)
 - 1.2.2.3.6 Wait time is consistently provided
 - 1.2.2.3.7 Teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender
 - 1.2.2.3.8 Students generate questions that lead to further inquiry and self-directed learning
 - 1.2.2.4 Discussion
 - 1.2.2.4.1 Teacher-led discussions, as appropriate
 - 1.2.2.4.2 Student-led discussions, as appropriate
 - 1.2.2.4.3 Active and inclusive student participation
 - 1.2.2.4.4 Appropriate discussion protocol
 - 1.2.2.5 Direct instruction
 - 1.2.2.5.1 Accurate presentation of content
 - 1.2.2.5.2 Regular/purposeful checking for understanding

- 1.2.2.5.3 Effective involvement of visual/manipulatives
- 1.2.2.5.4 Appropriately suited for entire group
- 1.2.2.6 Interdisciplinary connections
 - 1.2.2.6.1 Authentic literacy connections
 - 1.2.2.6.2 Authentic connections to mathematics
 - 1.2.2.6.3 Cross-content standards integration
- 1.2.2.7 Problem Solving

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”

1.3 Designs instruction to meet students’ developmental needs, readiness for learning, and the acquisition of a liberal arts education as defined by the Board of Education.

- 1.3.1 Focuses on teacher’s ability to adapt instruction based on student response.
 - 1.3.1.1 Lesson adjustment
 - 1.3.1.1.1 Variance of instructional approach (immediate or in subsequent lesson) based on assessment of student engagement
 - 1.3.1.1.2 Match of instruction (e.g., extension, acceleration, re-teaching, intervention) to student need (immediate or in subsequent lesson) based on student level of understanding
 - 1.3.1.2 Response to students
 - 1.3.1.2.1 Maximizing “teachable moments,” incorporating student questions/interests, and connecting them to instructional goals
 - 1.3.1.2.2 Respecting and integrating student questions/thinking
 - 1.3.1.2.3 Responding equitably to all students
 - 1.3.1.3 Persistence
 - 1.3.1.3.4 Skillfully pulling from a repertoire of strategies to meet individual needs
 - 1.3.1.3.5 On-going pursuit of additional resources when necessary
- 1.3.2 Focuses on teacher’s efforts to ensure students are actively engaged in learning and not just “on task”. (DCSD Instructional Guidelines)
 - 1.3.2.1 Effective use of strong examples to make connections to student knowledge and experience
 - 1.3.2.2 Consistent building from known to unknown
 - 1.3.2.3 Intellectual, active involvement by student (e.g., volunteers, questions, discusses, interacts with peers, applies, analyzes, synthesizes information)
 - 1.3.2.4 Diverse groups considered in making purposeful, relevant, authentic/real world connections
 - 1.3.2.5 Student contributions to connections encouraged
 - 1.3.2.6 Meaningful participation by all students ensured
 - 1.3.2.7 Activities and assignments
 - 1.3.2.7.1 Appropriate to instructional goals
 - 1.3.2.7.2 Developmentally appropriate
 - 1.3.2.7.3 Standards-based
 - 1.3.2.7.4 Incorporated guided practice when appropriate
 - 1.3.2.7.5 Cognitively engaging
 - 1.3.2.7.6 Differentiated based on student need/interest
 - 1.3.2.7.7 Manageable/reasonable use
 - 1.3.2.7.8 Problem-based, when appropriate
 - 1.3.2.7.9 Student choice and initiative (e.g., own questions/investigations) incorporated, when feasible
 - 1.3.2.7.10 Focused attention to depth over breadth (e.g., underlying causes, explaining thinking, justifying position)
 - 1.3.2.7.11 Judicious incorporation of effective classroom strategies
 - o Identifying similarities and differences
 - o Summarizing and note taking
 - o Reinforcing effort and providing recognition
 - o Homework and practice
 - o Representing knowledge
 - o Cooperative Learning groups
 - o Setting objectives and providing feedback
 - o Generating and testing hypotheses
 - o Cues, questions, and advance organizers
 - o Specific types of knowledge
 - 1.3.2.7.12 Differentiated content, product, process to increase likelihood of student success
 - 1.3.2.7.13 Appropriate integration of technology
 - 1.3.2.2 Grouping of students
 - 1.3.2.2.1 Purposeful and appropriate to classroom or intervention instructional goals

- 1.3.2.2.2 Appropriately collaborative
- 1.3.2.2.3 Flexible and dynamic
- 1.3.2.2.4 Clear expectations of student involvement and contribution
- 1.3.2.3 Materials and resources
 - 1.3.2.3.1 Suitable to goals
 - 1.3.2.3.2 Appropriate to student needs
 - 1.3.2.3.3 Engaging and developmentally appropriate
 - 1.3.2.3.4 Student choice/adaptation/creation of resources included, as appropriate
 - 1.3.2.3.5 Technology tools chosen to support instructional goals
- 1.3.2.4 Structure and pacing
 - 1.3.2.4.1 Defined, recognizable structure (e.g., workshop, cooperative learning, introductory lesson, culminating lesson)
 - 1.3.2.4.2 Consistent, appropriate pacing
 - 1.3.2.4.3 Includes reflections, closure

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1.4 Uses quality assessments (aligned with DCSD content standards/essential learnings) to measure student learning and academic growth, defines the purpose, analyzes results and uses data in planning instructional decisions.

- 1.4.1 Uses formal and informal methods to access the abilities and needs of individual students
- 1.4.2 Collects a comprehensive and representative sample of student achievement data using a variety of assessment methods and tools
- 1.4.3 Uses student records and other supportive information to determine pupil’s instructional level and needs (IEP, 504, ILP)
- 1.4.4 Designs and implements evaluation tools relevant to learning objectives and subject matter
- 1.4.5 Uses assessment results not only to evaluate students, but also for instructional diagnosis and to find out if teaching methods are working
- 1.4.6 Teacher’s assessments use a variety of assessments and tools (e.g. in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)
- 1.4.7 Teacher’s assessments include performance checks throughout the school year
- 1.4.8 Students have the opportunity to learn content prior to being assessed

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1.5 Matches appropriate resources with instructional practices to enhance student learning.

- 1.5.1 Relates class activities and materials to the objectives
- 1.5.2 Utilizes approved texts and supplementary materials at the appropriate level
- 1.5.3 Utilizes activities and materials that:
 - 1.5.3.1 Support the lesson objectives
 - 1.5.3.2 Sustain student attention
 - 1.5.3.3 Elicit a variety of thinking
 - 1.5.3.4 Provide time for reflection
 - 1.5.3.5 Are relevant to students’ lives
 - 1.5.3.6 Provide opportunities for student to student interaction
 - 1.5.3.7 Induce student curiosity and suspense
 - 1.5.3.8 Provide students with choices
 - 1.5.3.9 Integrate multimedia and technology
 - 1.5.3.10 Incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.)

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1.6 Creates a learning environment which provides students opportunities to be responsible citizens as defined by the Board of Education End Statement (leadership, student ownership, involvement and participation).

- 1.6.1 Provides success-oriented opportunities for all students
- 1.6.2 Provides for and maintains student involvement during instruction
- 1.6.3 Provides for active participation
- 1.6.4 Provides opportunities for questioning, speculation and originality
- 1.6.5 Provide opportunity for guided and independent practice
- 1.6.6 Holds students accountable for timely completion of work
- 1.6.7 Expectations for student performance are clear, demanding, and high
- 1.6.8 Develops learning experiences where inquiry, curiosity and exploration are valued and learning is applied to real life situations
- 1.6.9 Reinforces and rewards effort
- 1.6.10 Incorporates student interests and cultural heritage which is a motivating factor for students to become lifelong learners
- 1.6.11 Students in groups know their roles, responsibilities, and group work expectations and are held accountable
- 1.6.12 Encourages students to evaluate their performances and learn from their mistakes

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1.7 Creates a learning environment which provides students with the opportunity to think critically as defined by the Board of Education End Statement.

- 1.7.1 Identify alternatives
- 1.7.2 Consider creative solutions
- 1.7.3 Marshal relevant evidence
- 1.7.4 Judge the credibility of sources
- 1.7.5 Analyze and synthesize credible evidence
- 1.7.6 Define terms in their appropriate context
- 1.7.7 Identify and evaluate assumptions, reasons and conclusions
- 1.7.8 Ask appropriate clarifying questions
- 1.7.9 Develop and defend a well-reasoned position
- 1.7.10 Construct appropriate tests or experiments
- 1.7.11 Draw conclusions that are justified

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<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

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2. LEADERSHIP FOCUS

2.1 Actively aligns the instructional program to the School Improvement Plan.

- 2.1.1 There is clear evidence of school improvement goals/objectives integrated throughout instructional practices
- 2.1.2 Teacher is aware of the School Improvement Plan and Balanced Scorecard

<input checked="" type="checkbox"/>	Professional
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<input type="checkbox"/>	Unsatisfactory

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2.2 Follows applicable school, district, state and federal policies, procedures, and laws, including DCSD Core Values and Behavior Expectations.

- 2.2.1 DCSD Core Values (see Teacher Evaluation Handbook)
 - 2.2.1.1 Educational Excellence
 - 2.2.1.2 Human Diversity
 - 2.2.1.3 Individual Potential
 - 2.2.1.4 Lifelong Learning
 - 2.2.1.5 Productive Effort
 - 2.2.1.6 Shared Responsibility
 - 2.2.1.7 Ethical Behavior
 - 2.2.1.8 Continuous Improvement

- 2.2.2 DCSD Professional Learning Communities
- 2.2.3 DCSD Behavior Expectations (see Teacher Evaluation Handbook)
- 2.2.4 Attendance Policies
- 2.2.5 DCSD Code of Conduct and Behavior Expectations
- 2.2.6 Instructional Plans
- 2.2.7 Student Progress/Grading System
- 2.2.8 ILP/IEP/504
- 2.2.9 NCLB: Highly Qualified

<input checked="" type="checkbox"/>	Professional
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2.3 Demonstrates high standards of professional behavior and responsible citizenship including trust, honesty, fairness, integrity, mutual respect, ethical decision making, and critical thinking.

- 2.3.1 Models DCSD Core Values (see Teacher Evaluation Handbook)
 - 2.3.1.1 Educational Excellence
 - 2.3.1.2 Human Diversity
 - 2.3.1.3 Individual Potential
 - 2.3.1.4 Lifelong Learning
 - 2.3.1.5 Productive Effort
 - 2.3.1.6 Shared Responsibility
 - 2.3.1.7 Ethical Behavior
 - 2.3.1.8 Continuous Improvement
- 2.3.2 Is a positive role model for students and staff (For example: punctuality, confidentiality, conflict resolution skills, mutual respect)
- 2.3.3 Models positive attitudes regarding the ability of students to learn
- 2.3.4 Uses critical thinking to solve problems, answer questions, and communicate effectively
- 2.3.5 Provides opportunities for students to acquire the knowledge and abilities to be responsible citizens and embrace ethical principles

<input checked="" type="checkbox"/>	Professional
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<input type="checkbox"/>	Unsatisfactory

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3. STAFF FOCUS

3.1 Supports a positive learning environment and enhances professional practice through collaborative relationships and professional dialogue.

- 3.1.1 Utilizes problem-solving skills with colleagues
- 3.1.2 Cooperates and participates as a team member of the school/district
- 3.1.3 Demonstrates a willingness to participate in school/district activities
- 3.1.4 Initiates and/or supports ideas that contribute to the excellence of building and district programs
- 3.1.5 Demonstrates a respectful and objective attitude in working with colleagues
- 3.1.6 Maintains confidentiality in staff/school related matters

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”.

3.2 Continuously learns about and develops knowledge of content and pedagogy.

- 3.2.1 Remains current in content area(s) and methods
- 3.2.2 Engages in reflective thinking
- 3.2.3 Assesses effectiveness of instructional practices
- 3.2.4 Develops and implements strategies to improve professional practice

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

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3.3 Implements new understandings to improve instructional programming.

- 3.3.1 Participate in staff development activities, continuing education courses and/or professional organizations
- 3.3.2 Shares knowledge gained with colleagues

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “developing”.

Note: Supervisor highlights specific indicators deemed “unsatisfactory”.

3.4 Functions as a collaborative team member in analyzing and using assessment data to direct and/or improve instructional practices in programs.

- 3.4.1 Works with colleagues to use student data and other supportive information to determine students’ instructional levels and needs
- 3.4.2 Works with colleagues to modify instruction based on student data

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “developing”.

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4. STAKEHOLDER FOCUS

4.1 Communicates expectations for student learning and behavior.

- 4.1.1 Clearly articulates learning objectives to students
- 4.1.2 Students can articulate learning objectives
- 4.1.3 Clearly communicates content standards
- 4.1.4 Clearly communicates behavioral expectations
- 4.1.5 Communicates student assignments and work requirements to parents and students

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “developing”.

Note: Supervisor highlights specific indicators deemed “unsatisfactory”.

4.2 Creates a learning environment that welcomes input and involvement from members of the students’ external environment (including family, community and peers).

- 4.2.1 Welcomes all visitors
- 4.2.2 Interactions demonstrate care and respect
- 4.2.3 Receptive to the interests and opinions of all students and stakeholders
- 4.2.4 Uses effective communication skills when conferring with students and parents
- 4.2.5 Provides appropriate and timely information to parent/guardian based on student’s need
- 4.2.6 Communicates with learner about his/her needs, progress and achievements

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”.

4.3 Provides information to students and parents regarding academic progress and achievement in addition to participation in learning activities.

- 4.3.1 Adheres to DCSD Progress Report process
- 4.3.2 Attends parent/teacher conferences
- 4.3.3 Communicates with parents through phone calls, meetings, emails, and/or newsletters
- 4.3.4 Focuses on formative (ongoing) feedback directed at increasing student confidence and achievement, as well as summative, final evaluations given to students; includes teacher’s provision for how students will use feedback to enhance their learning.
- 4.3.5 Scope
 - 4.3.5.1 Included as regular part of instruction and student interaction
 - 4.3.5.2 Provided to all students
 - 4.3.5.3 Provided on all significant work/learning goals
 - 4.3.5.4 Documented in a variety of ways: written, verbal, nonverbal
 - 4.3.5.5 Provides time for students to use feedback in their learning
 - 4.3.5.6 Formative (ongoing communication with student), provided during guided practice, as well as summative
 - 4.3.5.7 Includes opportunities for student self-assessment
 - 4.3.5.8 Includes opportunities for students to articulate the purpose of their learning, and where they see themselves on the continuum of attaining the learning goal
 - 4.3.5.9 Involves students tracking their own achievement data (e.g., CQI tools; Body of Evidence indicators)
 - 4.3.5.10 Student led conferences (when appropriate), if monitored for accuracy from the teacher

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”.

4.4 Is consistently clear, concise, and grammatically correct in all forms of communication.

- 4.4.1 Provides feedback to students
 - 4.4.1.1 Quality
 - 4.4.1.1.1 Accurate
 - 4.4.1.1.2 Constructive (goal of assisting to advance student understanding)
 - 4.4.1.1.3 Corrective (what has been done correctly; what needs to be corrected)
 - 4.4.1.1.4 Specific (more specific, more meaningful)
 - 4.4.1.1.5 Timely (more immediate, more effective)

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

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5. PROCESS MANAGEMENT

5.1 Recognizes work-related problems and participates in solving them.

- 5.1.1 Recognizes problems and actively contributes to their resolution
- 5.1.2 Offers assistance for resolving problems within the school environment
- 5.1.3 Initiates and/or supports ideas contributing to the excellence of building and district programs

<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Developing

<input type="checkbox"/>	Unsatisfactory

Note: Supervisor highlights specific indicators deemed “*developing*”.

Note: Supervisor highlights specific indicators deemed “*unsatisfactory*”.

5.2 Creates a positive learning environment characterized by effective management of student behavior. The environment requires positive interactions and uses as its framework the Douglas County Student Code of Conduct and expectations of responsible citizenship as defined by the Board of Education End Statement.

- 5.2.1 Establishes and maintains clear expectations for appropriate behavior
- 5.2.2 Recognizes and reinforces appropriate behavior
- 5.2.3 Teaches, monitors, and reinforces classroom rules and follows through with appropriate consequences for those who do not comply
- 5.2.4 Uses a variety of discipline strategies for managing disruptive students
- 5.2.5 Promotes an effective system of student responsibility and accountability
- 5.2.6 Promotes a classroom environment respecting the dignity of the child and is perceived by students as fair and consistent
- 5.2.7 Encourages students to respect authority and school property

<input checked="" type="checkbox"/>	<i>Professional</i>
<input type="checkbox"/>	<i>Developing</i>

<input type="checkbox"/>	<i>Unsatisfactory</i>

Note: Supervisor highlights specific indicators deemed “*developing*”.

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5.3 Creates a learning environment characterized by effective and efficient process management strategies (e.g., procedures, instructional groups, transition materials and supplies).

- 5.3.1 Optimizes instructional time
- 5.3.2 Maintains an organized classroom
- 5.3.3 Organizes classroom supplies, equipment and resources so they are readily accessible
- 5.3.4 Completes required record keeping in an accurate and thorough manner
- 5.3.5 Uses a student progress/ grading system consistent with district policy
- 5.3.6 Monitors student progress and provides appropriate feedback about student work
- 5.3.7 Provides for a variety of effective group management strategies to accommodate for different learning styles

<input checked="" type="checkbox"/>	<i>Professional</i>
<input type="checkbox"/>	<i>Developing</i>

<input type="checkbox"/>	<i>Unsatisfactory</i>

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Douglas County School District SUMMATIVE EVALUATION FORM

Employee Name: Kiffany Lychock ID Number: 76102
 Department/Site: ThunderRidge H.S. Position: Instructional Computer Resource Teacher

Summative Evaluation Model: ☐ Probationary (years 1, 2, 3) ☒ Regular Status (years 6, 9, 12, 15, etc.)
 Evaluation for School Year: 2009 to 2010 Evaluator: Ashley Broer

Date of Pre-Evaluation Conference: 9/30/09
 Formal Observation #1 Dates: Pre-conference 11/9/09 Observation 11/11/09 Post-conference 11/16/09
 Formal Observation #2 Dates: Pre-conference _____ Observation _____ Post-conference _____
 Formal Observation #3 Dates: Pre-conference _____ Observation _____ Post-conference _____
 Informal Observations Dates: 10/6/09 3/31/10 _____

Summary of Rating	P	D	U
1: Student Learning Focus			
1.1 Demonstrates knowledge of content area and DCSD K-12 articulated curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrates instructional practices that meet individual student learning needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Designs instruction to meet students' developmental needs, readiness for learning, and the acquisition of a liberal arts education as defined by the Board of Education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Uses quality assessments (aligned with DCSD content standards/essential learnings) to measure student learning and academic growth, defines the purpose, analyzes results and uses data in planning instructional decisions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Matches appropriate resources with instructional practices to enhance student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Creates a learning environment which provides students opportunities to be responsible citizens as defined by the Board of Education End Statement (leadership, student ownership, involvement and participation).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Creates a learning environment which provides students with the opportunity to think critically as defined by the Board of Education End Statement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Leadership Focus			
2.1 Actively aligns the instructional program to the School Improvement Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Follows applicable school, district, state and federal policies, procedures, and laws, including DCSD Core Values and Behavior Expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Demonstrates high standards of professional behavior and responsible citizenship including trust, honesty, fairness, integrity, mutual respect, ethical decision making, and critical thinking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Staff Focus			
3.1 Supports a positive learning environment and enhances professional practice through collaborative relationships and professional dialogue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Continuously learns about and develops knowledge of content and pedagogy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Implements new understandings to improve instructional programming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Functions as a collaborative team member in analyzing and using assessment data to direct and/or improve instructional practices in programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Stakeholder Focus			
4.1 Communicates expectations for student learning and behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Creates a learning environment that welcomes input and involvement from members of the students' external environment (including family, community and peers).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Provides information to students and parents regarding academic progress and achievement in addition to participation in learning activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Is consistently clear, concise, and grammatically correct in all forms of communication.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5: Process Management			
5.1 Recognizes work-related problems and participates in solving them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Creates a positive learning environment characterized by effective management of student behavior. The environment requires positive interactions and uses as its framework the Douglas County Student Code of Conduct and expectations of responsible citizenship as defined by the Board of Education End Statement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Creates a learning environment characterized by effective and efficient process management strategies (e.g., procedures, instructional groups, transition materials and supplies).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEY:
 P=Professional
 D=Developing
 U=Unsatisfactory

Overall Rating for Summative Evaluation Model

- ☒ Satisfactory: *Professional or Developing* in all criteria areas.
- ☐ Unsatisfactory
- ☐ *Letter of Concern* on File (required for probationary and regular status)
 - ☐ Recommendation for Non-renewal (probationary only)
 - ☐ Move to Professional Improvement Plan (regular status only)

EVALUATOR SUMMARY COMMENTS: (required)

Kiffany, you are an incredible resource at ThunderRidge High School. You have earned the respect of students, staff, teachers and administrators. Even when your “plate of responsibilities” continues to grow you have the ability to make whomever you are working with at the moment feel like the most important person and that you have all the time needed to help them move to the next level with the skill you are teaching them. This is an incredible gift that has benefited ThunderRidge H.S. because all staff, even the ones with minimal technology experience, are comfortable attending your trainings and asking for additional support implementing new techniques into their classroom. At times, I realize this can become overwhelming to be the main point person for technology with as large of as staff as we have at TRHS but we greatly appreciate the important role you play in moving our staff into the 21st Century with instructional tools.

I have enjoyed the technology sessions I have observed you teaching this year. You model the techniques we are asking teachers to use in their classroom by posting the Learning Target and agenda on the board, pre-assessing the participants, and administering a post-assessment at the end of the session. You helped teachers create relevance by offering specific suggestion for how to use the specific technology tools in their classrooms. When a staff member begins to struggle, you immediately intervene and instruct one-on-one to move the staff member forward. You are warm, welcoming and patient which all build a trusting and comfortable environment for staff members to take risks needed to develop these new skills.

I also appreciate the way you have differentiated your instruction for the staff at ThunderRidge H.S. by offering the option for staff to design a project using a new technology skill within their classroom and that you will partner with them with the technology support. I have heard many positive comments from staff on this option as it allows for them to apply what they are learning through the technology sessions in a real-life situation that immediately benefits students.

Kiffany, the ThunderRidge H.S. website has never looked better or been easier to navigate than it has this year. Thank you for taking on the responsibility of the website. Logistically, I am aware that it has been challenging to maintain the website through independent studies with a few students. I appreciate your willingness to continue maintaining the website for next school year.

You have a wonderful perspective of understanding and loving technology while also knowing the specific demands and challenges of the classroom. This unique blend provides the background to be trusted and successful infusing technology into a large high school. Next year, your responsibilities will look differently as you will split your time between iCRT and the Spanish classroom. It may be a difficult transition for staff to not have you as readily available to offer trainings and to support them in their classroom. I encourage you to create a plan to balance the responsibilities from these two demanding positions while building in some boundaries that will allow you to maintain appropriate balance for yourself. Kiffany, you have been an incredible asset to ThunderRidge H.S. for many years and you continue to move our staff and school forward. Thank you for your commitment to our students, staff and school.

TEACHER SUMMARY REFLECTION: (required)

My goal for professional growth this year focused on implementing a PLD to use with our staff this year as a way to measure their proficiency levels at integrating technology in various areas of their jobs. Our PLC team did meet and use the NETS-T and Apple's rubric to begin to revise and create our own PLD for TRHS.

After careful consideration, we decided to change our use of the PLDs and ask teachers for feedback and data through the use of a Google Docs survey instead of using our rubric at a staff meeting. The reason we decided to do this was two fold: 1) The rubric was long and intensive. We worried that staff would not be able to complete such an analytical task in a short period of time and do so with fidelity. 2) We were planning on also sending out a survey through Google Docs in order to gather data and compare results with our 2008 tech survey. The tech PLC worried that requesting staff to complete both the survey and the PLDs would be too much to ask of our staff.

We spent a great deal of time incorporating ETIL questions that essentially ask the same questions on our PLDs, but the are broken down into smaller components on our survey. My only concern is that we are posting the survey anonymously; as such we will not be able to track individual teacher growth.

With the new push by the Federal Government and the State of Colorado to integrate ETIL, I still feel it important to use the PLDs we developed with our staff. Per Federal mandate, all schools will be required to report out on the ETIL proficiency of their administrators and teachers in the upcoming years. I feel strongly that we should use the PLDs we worked on developing this year at the beginning of next year as a starting point for teachers to begin to think about their proficiency levels, and in turn how they can begin to work on the areas where they need to improve. It would be a perfect lead in to discussions centered on the new GLEs and how they tie into the NETS-T.

Overall, I feel that I did accomplish my goal of developing PLDs for our staff to use. The survey that we are sending out to staff will provide us with valuable information about the needs of our staff, and our work on the PLDs will allow us to move forward next year in the area of gathering individual teacher data.

Goal(s): Required for "Developing"; optional for "Satisfactory".

The evaluator and the teacher have mutually constructed the following goal(s). They are intended to correct minor deficiencies and/or areas of concern OR enhance/maintain the performance of the teacher and will be linked to evaluation criteria.

- Next year, your responsibilities will look differently as you will split your time between iCRT and the Spanish classroom. It may be a difficult transition for staff to not have you as readily available to offer trainings and to support them in their classroom. I encourage you to create a plan to balance the responsibilities from these two demanding positions while building in some boundaries that will allow you to maintain appropriate balance for yourself.

The evaluation system and procedures do not create any contract of employment or employment for a definite term. The contents of the evaluation and the procedures followed are not grievable. However, if an employee disagrees with the content of the evaluation, he or she may prepare a written statement, which, if any remaining differences are not resolved between the employee and the evaluator, will be added as an attachment to the evaluation, and become a part of the employee's file.

My signature below does not necessarily indicate that I agree with this evaluation, my signature does indicate that this evaluation did take place on this date, and I was informed of the contents of this form.

Teacher's Signature: _____

Date

4/21/10

Principal/AP Signature: _____

Date

4/21/10

Original: Human Resources

Copy: Employee

Copy: Site Personnel File